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ABSTRACT

Very common among young people is the attitude that sex should be absolutely spontaneous. Taking precautions in advance of intercourse is cold, calculating and unromantic. Some teenagers regard themselves as invulnerable; only other girls get pregnant. These and other attitudes surrounding teenage pregnancies are explored in this unit, which attempts to give adults information and background that will help young girls in making decisions about marriage. Some history of birth control methods used by various tribal groups is given, traditional marriage customs are described, and the recent changes in attitudes about marriage and the woman's role are discussed. Problems of teenage marriage and pregnancy are also explored. An activity section of the document features questionnaires on venereal disease, marriage IQ, marriage contracts, and teenage marriages. Using these questionnaires as a starting point can help facilitate discussions and impart information. A "How Parents Can Help" section gives practical advice in building feeling of parental approval and support and "Things to Do With Your Daughter" lists activities and discussion topics. This unit is based on the units for teenage girls "Just for You" and "Marriage--Expectations or Reality." (Author/DS)

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Ideas for Planning

by Lois Mateaen Strong
illustrated by Vicki Wayman

Choices & Careers Free To Choose

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F Fact Sheet

Ideas for Planning – Unit for Adults

Choices & Careers
Free To Choose

This unit, "Ideas for Planning" is based upon the units "Just For You" and "Marriage - Expectations or Reality." The first part of this unit concerns attitudes surrounding teen-age pregnancies. A teen-age pregnancy affects a young woman's health, her education, her freedom to choose, and her ability to develop her potential. Some history on the use of birth control is included but it does not focus on birth control methods.

The section based upon "Marriage - Expectations or Reality" attempts to give adults some information and background about changes in attitudes concerning marriage which will be useful in helping young girls make decisions about marriage.

Included in the unit is a booklet for adults, "Ideas for Planning" (W3P30). The booklet includes learning experiences for adults to do with girls. Learning experiences for adults are in the Leaders Guide (W2P30).

A slide set on birth control methods may be ordered from Community Programs, 432 North Lake Street, Madison, Wisconsin 53706.

The VD Handbook and Birth Control Handbook are useful references and may be ordered from P. O. Box 1000, Station G, Montreal, Quebec H2W 2N1 at $10 per 50, the minimum order is 50 copies of each handbook.

About The Author

The unit was adapted by Lois Metoxen Strong from the units "Marriage—Expectations or Reality" and "Just for You," written by Cathaleen Finley and from materials written by Marian Thompson.

Lois Metoxen Strong, an Oneida, has a B.S. degree in psychology from University of Wisconsin-La Crosse. She has worked as a social worker and home school coordinator with Indian children. She is presently the project director for Wisconsin Tribal Women, Incorporated.

About The Program

"Ideas for Planning" has been developed as part of the project, Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

Cooperative Extension Programs

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Vicki Wayman, a member of the Lac du Flambeau Band of Lake Superior Chippewas, did the illustrations for the unit.

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W3P30

University of Wisconsin—Extension, Gale L. VandeBerg, director, in cooperation with the United States Department of Agriculture and Wisconsin counties, publishes this information to further the purpose of the May 8 and June 30, 1914 Acts of Congress; and provides equal opportunities in employment and programming.

Ideas for Planning

The unit for girls "Just For You" focuses on the attitudes surrounding teen-age pregnancies. It also provides some history on the use of birth control by various tribal groups.

A young woman can't be truly serious about life plans, if she is of child-bearing age, without dealing directly with her sexuality. Each girl has to make unique decisions, unique because it is she and only she who is actually involved. Sexuality is not separated from a girl's plans for her life or from career planning or decision making.

Girls are sexual beings before anyone asks them to share a sexual relationship. They are sexual beings whether they are asked or not. Girls are the ones who must deal with the question of their sexuality.

History of Birth Control Methods

While the use of the pill is new, the desire for birth control is not particularly recent. In ancient Rome and ancient Greece, one suggested method of birth control was for the woman to wear a magic charm made from the womb of a lioness, a cat's liver, or the tooth of a child. In Europe in the Middle Ages, women were instructed to rely on the heart of a salamander, or on rings made of precious stones, or on myrtle wreaths worn at the time of marriage.

Several types of medicine have been prescribed as methods of birth

control. Roots of various types and teas made of leaves were tried. Froth from camel's mouth was swallowed hopefully by the women of North Africa.

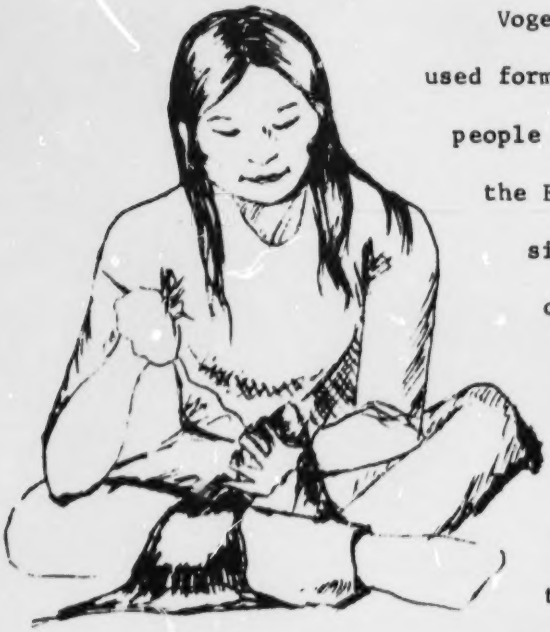
One of the first methods of birth control which had some success was withdrawal. This technique is so old that it is mentioned in the Bible.

Much less effective were early techniques by which the woman took some action designed to stop the sperm from having effect. One method was to jump up and down after intercourse to dislodge the semen. A Greek physician of about 1,900 years ago recommended a dual technique: the woman was advised to hold her breath during the man's orgasm, in the mistaken belief that muscle tension would prevent the semen from entering the womb, then to sneeze afterward to get rid of the semen.

Of all the methods used in the ancient world, the most sophisticated was an attempt to invent a device that would do what the modern diaphragm does. In crude form, this technique was known to the Egyptians about 4,000 years ago. It was also developed, apparently independently, in many other civilizations around the world. Another barrier between sperm and womb, the device now known as the condom, has a long history. The first of them may have been worn by women rather than men; they were loose pouches, made of the membranes of animals, used to line the vagina and catch the sperm. This type of device, made from the bladder of a goat, is mentioned in Roman literature. Condoms for use by men are much newer, probably because of the difficulty of finding a suitable material for their manufacture. It was not until the vulcanization of rubber, which was introduced in 1844, that condoms were used to any wide extent.

Despite such efforts in the past, it was a high mortality rate

that really controlled the population.



Vogel writes that various Indian tribes used forms of birth control long before white people arrived in America. He states that the Europeans refused to acknowledge this, simply because they knew of no oral contraceptives.

Isaac de Rasieres wrote in 1628 of the New York Indians that "it is a wonder when a woman has three or four children." At the beginning of the 19th Century, Humboldt said that a leading cause of the depopulation of mission Indians at Orinoco, who had not been reached by smallpox, was "the practice of preventing pregnancy by the use of herbs."

Hrdlicka reported that "Among the White Mountain Apache a woman desiring to have no children, or to stop bearing, swallows now and then a little of the red burned earth from beneath the fire. This means is mostly by the dissolute unmarried, but also by sickly or very poor married women. Some of the Huichol women drink the tea of a certain plant to prevent childbearing. Cora woman, for the same purpose take internally the scrapings of the male deer horn."

The long periods of nursing infants, three years or more, is one indication that children were spaced. It is reported that if an Isleta (pueblo) woman did not wish to conceive, "she will not have intercourse for nine days after menstruation...nor during pregnancy, nor for six months after child birth." Some Indians were aware of "safe periods" for intercourse, and the Hopis believed that the time just before

menstruation offered the least likelihood of conception taking place.

Numerous herbal substances were used by Indians as oral contraceptives. The Cherokees believed that chewing the root of spotted cowbane for four days would induce permanent sterility. To use it, however, was considered "nothing less than a crime." An oral contraceptive, stoneseed, was used by one of the Nevada tribes. Indian women drank a tea of the roots for a period of six months.

De Laszlo and Henshaw listed several dozen fertility-affecting drugs. Following are some of them: Boiled roots of powdered-root decoction of Indian turnip; decoction of boiled root and rhizome of wild ginger ("North America"); boiled root drunk by women during menstruation to prevent conception; used by both sexes (Navaho); deer's tongue "a half cupful taken once in a while" as a contraceptive (Nevada Shoshonean); bark, leaves, and fruit used to expel placenta; roots used by Indians to produce expulsion (Oaxaca); thistle, brewed and taken as tea (Quinault Indians); squaw roots, powdered root taken to expedite parturition and menstruation (Chippewa).

Matriarchal Societies

Long, long ago some Indian tribes were matriarchal societies.

In a matriarchal society a woman's family—her mother, her brothers and sisters, and her uncles and aunts on her mothers side—were far more important than the man who fathered her children. Likewise, the father of the children gave his loyalities to his mother's family rather than to his own children.

The man in such societies had little in common with the mother of his children. It was their mother and her family who raised the children. The uncles from their mother's side of the family, rather than their fathers, helped raise the children.

Attitudes Concerning Teen-age Pregnancies

A girl may have an adequate sex education—may know just how pregnancy occurs and how to prevent it—and still not use this information to protect herself. One recent study of sexually active 15- to 19-year olds revealed that though most girls knew all about birth control, over half had used no contraception at their last experience of intercourse.

Teen-age pregnancies happen for a variety of reasons. One reason is simply embarrassment about going to a doctor. (What if he lectures her—or far worse—tells her parents?) Some girls refuse to take the pill, regarding it as "unnatural"; and some use it incorrectly or carelessly. Missing the pill for three or four days during a cycle means a girl is unprotected. Very common among the young is the attitude that sex is supposed to be absolutely spontaneous. Taking precautions in advance, in the expectation of intercourse, is seen as cold, calculating, and unromantic. For some, the element of risk adds to the excitement of sex. Then there's the teen-ager who regards herself as invulnerable. Getting pregnant is something that happens to other girls.

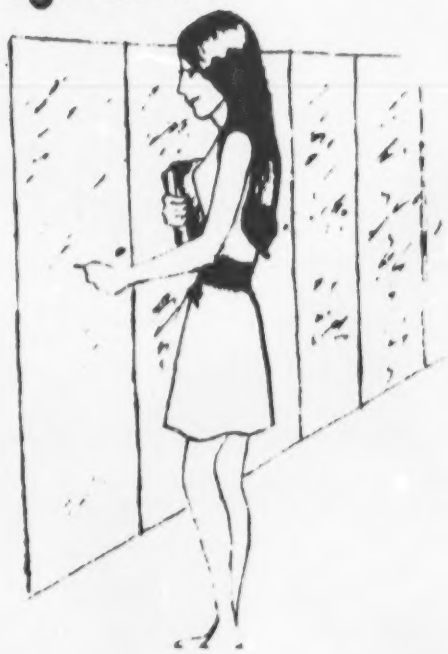
But not all unplanned teen-age pregnancies are unwanted. Some

girls allow themselves to become pregnant in the hope of "catching" a man. Then there's what some researchers call the "willful exposure to unwanted pregnancy." This may occur with a lonely, unhappy girl who longs for love. Half-consciously or unconsciously, she feels a baby will satisfy her need. It can occur also with a girl who feels worthless. Nobody notices her now, but if she gets pregnant she'll attract attention, be somebody. A girl who feels she's bad may become pregnant as a way of punishing herself, and a girl angry with her parents may become pregnant as a way of punishing them.

Teen-age girls are not physically ready to bear children. While girls are able biologically to produce children, they need their strength to continue their own development.

Infants who are born to teen-age girls are not likely to be as healthy as infants born to women in their twenties. Infant mortality among Wisconsin Indian people is very high. Between 1968 and 1972, 27 percent of Indian babies who were born in Wisconsin were born to mothers who were 19 years of age or younger.

Laws Concerning Teen-age Pregnancies



Two recent pieces of legislation were enacted by the 1973-74 legislature which assist school-age parents, especially teen-age girls, in completing their high school education.

Chapter 319, which went into effect on July 2, 1974, makes it unlawful for a school to require a pregnant girl to leave school.

Chapter 89 affects the special educa-

tion needs of children aged 3 to 21 who have exceptional educational needs. In general, the law states that school districts must ensure that each child who has exceptional educational needs be provided with the opportunity to receive a special education suited to these individual needs.

The law states that a pregnant girl shall be recommended for special education only if she has not graduated from high school, if she is under the age of 21, and if she or her parent consents.

Also, Title IX means that there must be equal opportunity for education, in any federally funded program.

Changes in Marriage

Years ago in some Indian tribes, parents arranged marriages between two young people who would not set eyes on each other until the marriage celebration. In some tribes it was very important for a young girl to marry to protect the family from enemies, to provide the family with fresh game, and to ensure the continuation of the customs and traditions of a particular tribe.

Then came the period of conversion of many Indian people to Christianity, which taught that marriage was a sacred vow and its chief purpose was to produce and rear children. Divorce was frowned upon.

Today many attitudes and beliefs about marriage are changing because of the sweeping changes brought about in

people's lives by science and technology.

Here are some of the changes that are having such a profound effect upon marriage and attitudes toward it:

1. The increase in the number of women in the labor force, including married women and mothers of preschool children.
2. The widespread use of contraceptives and the availability of abortion have helped to produce a drop in the birthrate so that it is now lower than it was during the Great Depression of the 1930's.
3. A big increase in the number of women who are the head of a family mainly because of the increase in divorce, the increase in the number of unmarried women having children, and the increase in the number of men who leave wives and children because they cannot cope with the situation.

Following are some of the patterns of marriage that are emerging as a result of increases in the number of women who head families, the number of women entering the work force, and the drop in the birthrate.

1. The choice not to marry, which is becoming increasingly acceptable to women and to society in general.
2. The choice to marry, to work, but not to have children.
3. The choice to marry, to work throughout adult years, and to have few children.
4. The choice to marry, to work until children arrive, and to return to the work force when children are all in school or even before.
5. The choice to marry, to have children, to work in the home but not in paid employment, and to be active in the community as a volunteer.

Many tribal women today did not have the opportunity to make real choices about their lives. These women did not finish high school; they had children but were widowed, divorced, separated, or never married, so they have no one to help support and raise their children. Many have no job skills, and even if they are able to obtain employment, they seldom can earn enough to support their families.

Today the opportunities for girls are greater than they have ever been. The problem is that many parents and daughters do not have the knowledge they need to look into the future. That is the purpose of this program—to learn about the facts, to examine the alternatives, and to make decisions based on this knowledge.

Because of the increase in the number of women in the work force, the choice of when and if to have children, and an increase in the awareness of the rights of all persons, a change is taking place in the roles of marriage partners.

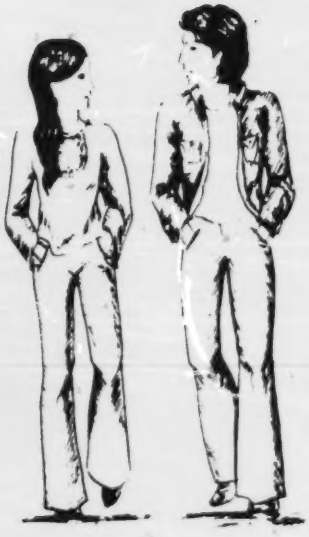
In the traditional style of marriage, the husband was breadwinner and chief decision maker. The wife was the homemaker and was in charge of raising the children. Their roles were separate.

Traditional marriage meant that there were two marriages—his and hers, that each partner had quite different experiences. Research shows that when husbands and wives are asked identical questions about marriage, the answers are quite different even about such questions as division of labor, companionship, decision making, and sexual relations.

Research also shows that housewives who do not work outside the home either for pay or as volunteers experience far more symptoms of psychological distress than do working women. This data underscores the fact that for many women, marriage is extremely difficult.

Today there are indications that marriage is changing so that there is greater sharing in all the responsibilities. Husbands and wives are both earning a living, both are sharing in the decision making, both are performing household chores, and both are helping to raise the children. Men are not so harassed with economic responsibility and they also are experiencing the joys of caring for and watching little children grow. Women are moving out into the world and enjoying being individuals in their own right.

Problems of Teen-age Marriage and Pregnancy



As opportunities and choices for women increase, the hazards of marrying when the partners are very young also increase. In the past there was not so much concern about girls who married when young because marriage was considered to be their only future. Sometimes young girls who became pregnant were encouraged to marry. On the other hand, young girls sometimes will get pregnant and marry to escape unhappy home situations.

Among Indian people in Wisconsin, there is ample evidence that young tribal women tend to be childbearers as teenagers. For example, 27 percent of Indian babies are born to teen-age mothers. This fact is reflected in fertility rates for Wisconsin Indian

women 15-19 years old in 1970, which were 122.0 per 1,000 compared to all Wisconsin women which were 42.7 per 1,000. For tribal women 20-24 years old, the rate was 279 per 1,000 compared to 153.9 for the total state population in 1970.

The consequences of teen-age pregnancy and marriage for young girls are severe. The physical effects of early childbearing are hard on young women whose bodies are not mature and also hard on the babies born to such young mothers. Often babies born to teen-age mothers are not as healthy as those born to women in their twenties.

This fact is reflected in the infant mortality rate, which is considerably higher for teen-age mothers.

Teen-age marriages are also much less stable than marriages of couples who are more mature. One half or more of all teen-age marriages end in divorce. When there are children, the effect on the young mother is very serious because she often has not finished her education, her ex-spouse is so young that he has not had enough job training to be able to pay child support, and her only choice may be to seek AFDC.

Teen-age marriages also fail because the couple takes on adult responsibilities before each partner has had a chance to do other things. One or both resent the loss of their freedom, and this contributes to the breakup of the marriage.

Marriage before either partner has physically matured and completed

an education and childbearing before parents can support children create many serious problems.

How Parents Can Help

Encourage girls to achieve in as many things as possible. This can be athletics, music, knowledge of Indian culture and language, sewing, artwork, Indian crafts, or activity in a youth group. Never fail to praise daughters for their achievement, no matter how small, to let them know how proud you are of them. Tell your friends and relatives about their accomplishments. Daughters need approval to succeed. This also includes not making fun or laughing at them for having different ideas, interests, or accomplishments. One of the important ingredients for success for a young woman is to have wholehearted parental approval and support.

A sense of her own worth and confidence in her own abilities will enable a young girl to continue her education and to have a career.

When a young woman works at a job she enjoys, she is not so likely to make a poor marriage because she sees no other future in her life. A career she enjoys will also protect her if her marriage fails, because she will be able to continue to earn a good income.

Discuss marriage with daughters long before they become interested in a particular young man and prior to marriage. Talk about the good and the not-so-good things about marriage for women. Above all, don't pressure a young girl to marry. Marriages made too young and in haste seldom succeed. They also often prevent a young girl from making other kinds of choices, such as going to college or vocational school, having a career, traveling, and seeing the world.

Also talk to a young girl about the problems of having children when she is very young and of how difficult it is for her to continue her education or to hold a job if she has children before she is able to support them. Let her know that her sexual feelings are normal and that she should not feel guilty because of them. The real issue is what she does about them. As a parent, be sure she understands sex and birth control whether she chooses to be sexually active or not. And if she is sexually active, help her to see a doctor so that she can get adequate contraceptives. This is often very difficult for parents to do—to discuss sex openly with teen-age children. However, an unplanned pregnancy for a young girl can have the effect of closing so many choices to her—education, job training, a chance to mature and make decisions based on knowledge. If you can't discuss sex with a daughter, see that she at least has information and opportunity to seek medical assistance if she is sexually active.

Encourage a daughter who is thinking of marrying to discuss some of the decisions couples will have to make later on. Questions such

as whether the wife will work, who will do what work around the home, how many children and when to have them, how children will be raised and cared for, and how decisions will be made are all important issues couples should work out before marriage.

In fact some young couples who are aware of the fact that marriages are often entered into without sufficient thought given to future problems have devised marriage contracts to resolve possible conflicts. Writing a formal marriage agreement can help a young couple identify their own values and expectations of the marriage and provide them with a groundwork for solving future problems.

Help a young girl understand that marriage will be only a portion of her life if she chooses to marry, that she needs to think of the long life she has to live, and what she would like to do throughout their span of years.

For example, a woman who marries at 22, works outside the home for three years, then has two children two years apart, and dies at age 75:

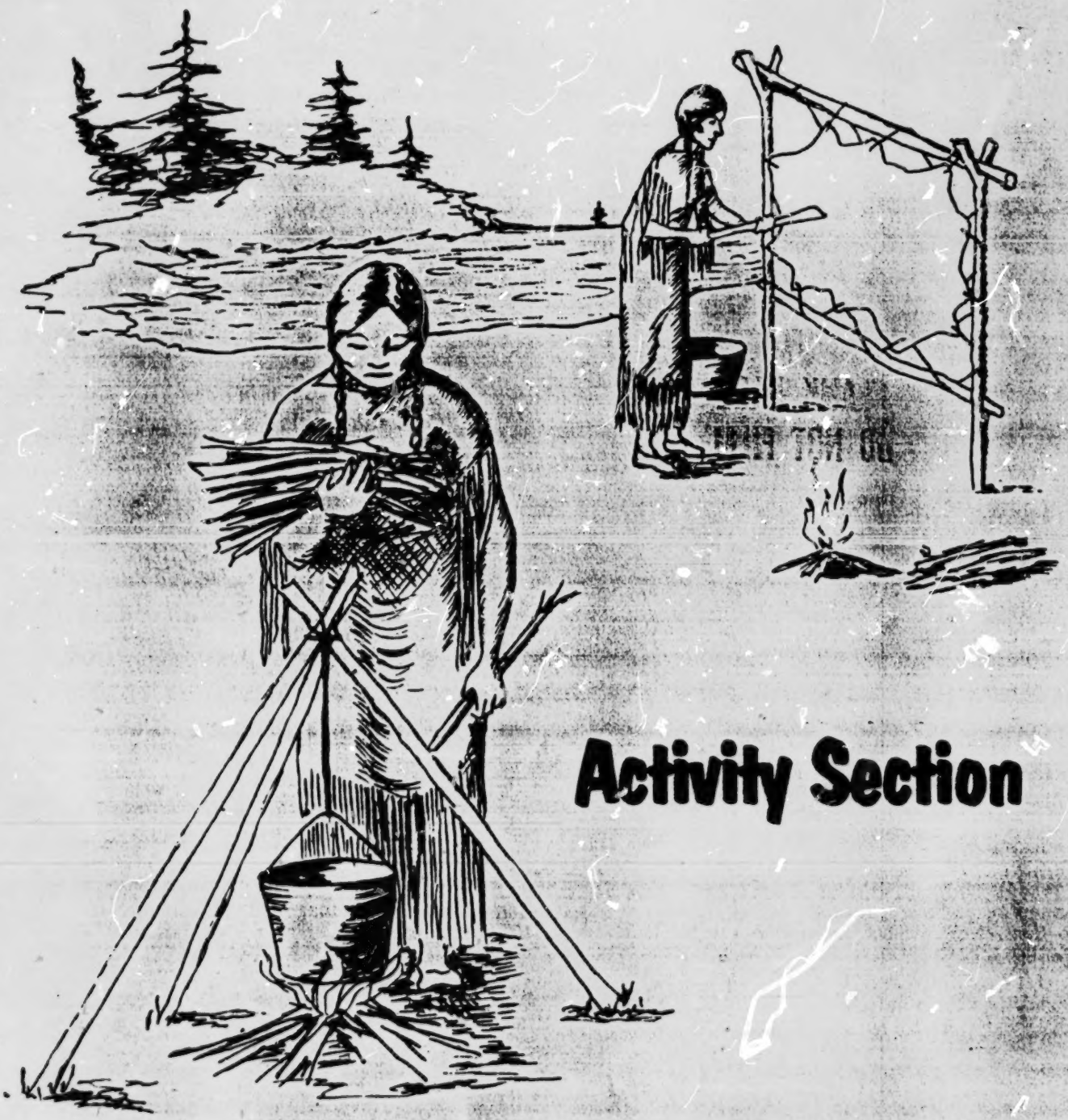
Spends 23 percent of her adult life without a husband.

Spends 41 percent of her adult life with a husband but no children under 18. (What will she do with these years?)

Spends 36 percent of her life with her husband and one child under 18 years.

All of this means that only 12 percent of her life will be spent in the care of preschool children and only seven of her 56 adult years will be spent in preschool care, leaving many years to fill with other activities.

Don't laugh or tease a young girl if she says she does not want to marry. Accept that as her decision at the time. It may change and it may not, but accept her viewpoint and respect it.



Activity Section

A Student & Pregnant

1. Sara is a junior in high school and finds herself pregnant. She has been taking a secretarial course. She wants to quit school and stay with her family and take care of her baby.

   She should:

   - quit school.
   - ask for a special education course.
   - continue school as usual.

   Why? _____

   _____

   _____

   _____

2. Mary has been an honor student in high school. She has done particularly well in science courses. She finds out that she is pregnant.

   She should:

   - quit school.
   - ask for a special education course.
   - continue school as usual.

   Why? _____

   _____

   _____

   _____

   _____

   _____

3. Bonnie is in her senior year of high school. She has been going with Ted who is 26, for a year and planned to marry as soon as she graduated. After a few bouts with morning sickness she realizes she is pregnant.

She should:

- continue in school as usual.
- ask for a special education course.
- quit school and marry Ted.
- quit school and not marry Ted.
- continue in school and marry Ted.

Why? _____

_____

_____

_____

4. Mary Beth is a sophomore in high school and is 16 years old. She has barely been making passing grades. She learns she is pregnant. Joe is the father of the child and has joined the Armed forces and is off across the country.

She should:

- quit school.
- go across the country and try to find Joe.
- continue in school as usual.
- ask for a special education course.

Why? _____

_____

_____

_____

Venereal Disease IQ

TRUE	FALSE		
____	____	1.	VD is not a significant risk to me if I limit my sexual contacts to only those I know well.
____	____	2.	Like most infections, VD will either get worse or go away.
____	____	3.	Men are more likely to know if they have VD than women are.
____	____	4.	VD can be transmitted through toilet seats and dirty glasses.
____	____	5.	If you are a minor and are treated for VD, your parents will likely be informed.
____	____	6.	The complications of gonorrhea sometimes include sterility, while those of syphilis may include brain damage or death.
____	____	7.	Self-administered doses of oral penicillin are usually sufficient to cure gonorrhea or syphilis.
____	____	8.	The incidence of gonorrhea is twice that of syphilis.
____	____	9.	Getting an annual blood test is usually sufficient to detect the presence of VD.
____	____	10.	VD can result from oral-genital contact.
____	____	11.	A condom is 100 percent protection against syphilis or gonorrhea.

Marriage IQ

Agree	Don't Know	Dis-agree		
____	____	____	1.	In every marriage, there are two marriages, his and hers.
____	____	____	2.	His marriage is usually better than hers.
____	____	____	3.	Men who are divorced or widowed usually remarry.
____	____	____	4.	Single men have more mental health problems than single women.
____	____	____	5.	Many men die soon after their wives die.
____	____	____	6.	Single women earn more money than single men.
____	____	____	7.	Married women have more mental health problems than married men.
____	____	____	8.	Women are usually unhappier with their marriage than men are.
____	____	____	9.	Women who are employed are usually happier than those who aren't.
____	____	____	10.	Unmarried women are usually happier than unmarried men.
____	____	____	11.	Marriage can be a part of a woman's life rather than her total life.

A Marriage Contract?

Check the things that you would like in a marriage contract.

_____ 1. To keep your own name.

_____ 2. To decide how many children you think you might want.

_____ 3. To decide who will be responsible for birth control.

_____ 4. To decide how much time each partner will spend at work for pay.

_____ 5. To decide how much time each partner will spend taking care of children.

_____ 6. To decide who will do what housework.

_____ 7. To decide who will pay what bills.

_____ 8. _____

_____

_____

_____ 9. _____

_____

_____

_____ 10. _____

_____

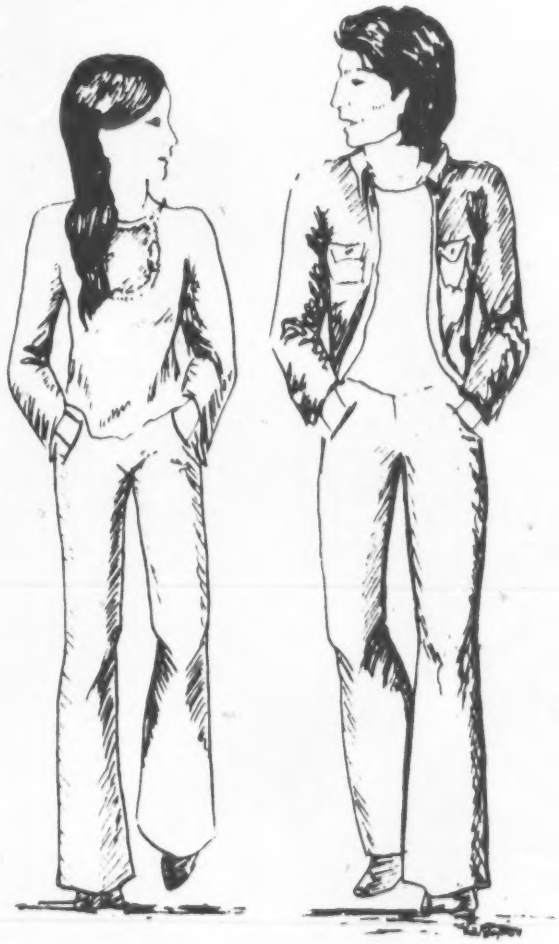
_____

_____ 11. _____

_____

_____

_____ You wouldn't want to make a marriage contract.



Teenage Marriages?

Have the girls complete the quiz on marriage and discuss their answers.

Agree	Don't Know	Dis-agree		
____	____	____	1.	A girl can drift into a teen-age marriage.
____	____	____	2.	A girl can get pushed into a teen-age marriage.
____	____	____	3.	A girl can escape into a teen-age marriage.
____	____	____	4.	A girl can land in a teen-age marriage because of pregnancy.
____	____	____	5.	A girl who gets married before she is 20 is three times as likely to get divorced as a girl who marries between 22 and 24.
____	____	____	6.	More than half of teen-age married couples have a baby before their first year of marriage is over.
____	____	____	7.	One out of six teen-age wives have two or more babies before they are 20.
____	____	____	8.	A teen-age girl who marries may give away freedom of choice.
____	____	____	9.	A teen-age girl who marries may give away freedom to grow and develop.
____	____	____	10.	Within five years, half of all teen-age marriages are finished.
____	____	____	11.	One out of every two teen-age marriages ends in divorce.
____	____	____	12.	A teen-age girl who marries may find herself with financial problems.

THINGS TO DO WITH YOUR DAUGHTER

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Just For You

1. You might find it interesting to discuss with your older teen-age daughter the case studies in the activity "Is She Responsible?" on page 9 of "Just for You," Book III.

2. You and your daughter could complete the activity sheet, "Time to Have a Baby?" on page 10 of "Just for You," Book III. Following are some ideas for discussion.

   1. A teen-age girl is not fully matured physically. The infant mortality rate for babies born to teen-age mothers is much higher than for women between 20 and 30.

   2. Motherhood has many rewards. But escape from dull routine isn't one of them. It has its own boredom built in. It's routine work caring for a baby.

   3. Don't use pregnancy to ward off depression or as a means to be the center of attention. This is childish and unfair to the mother and the baby.

   4. Wait until one has the income to support a baby. Even on welfare, a baby's first year costs over $1,000. The average child costs his parents $28,000 before he is 18. A teen-ager just doesn't have the job skills that it takes to care for a child.

   5. A man and woman need time to settle into marriage before they have a child to care for. Otherwise they may feel later on that their child "stole their youth" or "tied them down" too soon. Whatever the rewards of parenthood, they will never recapture these years of independent young adulthood.

   6. Sex. Are girls going to have a child by "accident" just because subconsciously they like the "danger" of becoming pregnant? Surely this is irresponsible. By all means have a child—when you want it, and for its own sake—but not to add space to your lovemaking. Have a baby by mature decision and not by "accident."

3. It might be fun for you and your daughter to play the game "Ropes and Ladders." The group leader has the game. Rules are in the "Just for You" Leaders Guide. Your daughter might know the rules.

Ask your daughter what she thinks of the messages on the game board.

4. Discuss with your daughter the two new Wisconsin laws that affect pregnant teen-agers.
5. You might find it interesting to read and discuss the case studies "A Student & Pregnant" with your daughter. They are on page 11 of "Just for You," Book III.
6. Have your daughter complete the birth control activity sheet on page 12 of "Just for You," Book III. Discuss her answers with her.
7. You might enjoy discussing some of the other activities with your older teen-age daughter, which are on pages 13 to 15 of "Just for You," Book III.

Marriage - Expectations or Reality

1. You could complete the activity sheet "What Women Did and Will Do" with your daughter. It is on page 5 of "Marriage—Expectations or Reality," Book II and on page 7 of "Marriage—Expectations or Reality," Book III.
2. You and your daughter could complete the activity sheet, "What About Marriage." Discuss your answers. It is on page 9 of "Marriage—Expectations or Reality," Book III.
3. You might like to read with your daughter Chapter VI, "High Horse Courting," in Black Elk Speaks, by John G. Neihardt.
4. You might find it interesting to discuss the case studies with your daughter in "A Need for Job Skills" on page 14 and 15 of "Marriage—Expectations or Reality," Book III.
5. Discuss the quiz "Teenage Marriages?" with your daughter. It is on page 9 of "Marriage—Expectations or Reality," Book II and on page 19 of "Marriage—Expectations or Reality," Book III. All the answers are true.
6. You might enjoy doing some of the other activities for girls with your daughters, which are on pages 5 to 9 of "Marriage—Expectations or Reality," Book II and on pages 7 to 20 of "Marriage—Expectations or Reality," Book III.